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This study examines working relationships between school administrators and professors of educational administration. The purpose of the investigation was to determine the order of preference among 20 suggested ways in which professors of administration may best serve practicing administrators as viewed by members of each group. The views of the participating professors and superintendents were each classified by geographical area and by years of service. The population of the study was obtained from a list of professors attending the 1963, 1964, and 1965 National Conferences of Professors of Educational Administration and from the 1964 directory of the American Association of School Administrators. The results indicated that while the total group of respondents seemed to agree with current practices in providing service to administrators, there appeared to be considerable differences of opinion on specific items. (HW)

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In-Service Role of Professors of Administration
A National View

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In-Service Role of Professors of Administration

A National View

Introduction to the Study

School Administrators and professors of educational administration have long felt the need for close working relationships. Never has this feeling been stronger than it is at present. Never has the relationship been more needed than at present. Yet, many institutions of higher education stand somewhat apart from their natural allies--the school superintendents.

It is generally agreed that schools of education should provide service to school systems but the great demand has all but swamped the resources of the universities. Universities are faced with the necessity of developing more resources and of making maximum use of the ones they possess. The importance of this reasoning has recently been emphasized in the 1966 pamphlet In-service Programs for School Administration published by the American Association of School Administrators as follows:

"Any improvement made in education in this country during the 20 years immediately ahead will be made largely through leadership of people now employed in administrative positions."

One step in developing additional university resources for service and in improving the effectiveness of their use is to identify the in-service needs of administrators as seen by administrators. These may then be compared to the views of the college professors. If effective service is to be rendered the differences and agreements should be identified. Service may well begin in the way the administrators think would be most helpful but the ideas of the professors should be given an opportunity to be considered. An airing of the differences may help both professors and school administrators. Areas of agreement may also be useful to program planners and to officials attempting to determine the amount and kind of resources that universities should add.

Background of the Study

In 1965, a group of Professors of Educational Administration met in Humboldt, California, as a discussion group of the National Conference of Professors of Educational Administration. Their primary goal was to discuss the role of the professor in this field. Discussion soon moved into the question as to "How Professors may Best Serve Practicing Administrators?" Explorations resulted in a suggested list of ways in which professors may aid administrators.

One of the concerns of professors at the California meeting centered around the accusation that professors are "too theoretical and not practical." It has long been accepted that a professor of administration should have been a practicing administrator. By the same line of reasoning it has been assumed that an administrator should have spent several years as a classroom teacher. Despite these generally agreed upon ideas, there has been an increasing number of professors who have stated that if a person is well informed in theory and research, he need not have had long experience as a classroom teacher or as a practicing administrator.

In the discussion at California it was suggested that points of view in such matters as the need for experience and the value of theory in educational administration may vary from one part of the country to another. It was stated that professors who have practiced administration and practitioners of considerable experience tend to perceive the kind of professional activities that are helpful in a different way than younger professors and less experienced practitioners.

Definition of Terms

The term Professor as used here refers to professors of educational administration who attended the 1963, 1964, 1965 National Conference of Professors of Educational Administration. Most of the professors were in attendance at the 1965 Conference but a few names were included from the lists from 1963 and from 1964 to insure a relatively equal number from each section of the country.

In-service as used here refers to learning experiences provided by university professors for administrators in their service area.

Superintendent refers to the selected names of practicing public school administrators who were members of the American Association of School Administrators as listed in the 1964 directory.

Section of the Country is the term used to designate four quarters of the United States on a geographical basis.

Northeast includes the states of Connecticut, New York, New Jersey, Pennsylvania, Ohio, Michigan, Wisconsin, Indiana and Illinois.

Northwest includes Oregon, Washington, Idaho, Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, Iowa and a portion of Canada.

Southeast includes Tennessee, Mississippi, Maryland, Virginia, West Virginia, Delaware, North Carolina, Alabama, Georgia, Florida and the District of Columbia.

Southwest includes the states of Missouri, Kansas, Arkansas, Texas, Oklahoma, Colorado, Utah, New Mexico, Arizona and California.

Years of Service refers to categories of professors and superintendents in terms of years of experience as an administrator or as a professor.

Statement of Purposes

An effort was made to record the views of respondents classified as professors and as superintendents, by professors from different sections of the country, by superintendents from different sections of the country, by professors in categories based upon years of service and by superintendents in categories based upon years of service.

It was the purpose of the investigation to determine the order of preference among twenty suggested ways in which professors of administration may best serve practicing administrators as viewed by professors of administration and by practicing school administrators. (See Figure I).

These purposes have been restated as questions as follows:

1. Did the professors and the superintendents agree concerning the rank order of values of twenty ways in which professors of school administration may best serve practicing administrators?

2. Did the professors categorized by section of the country agree concerning the rank order of value of twenty ways in which professors of school administration may best serve practicing administrators?
3. Did the superintendents categorized by sections of the country agree concerning the rank order of value of twenty ways in which professors of school administration may best serve practicing administrators?
4. Did the professors in different years of service categories agree concerning the rank order of value of twenty ways in which professors of school administration may best serve practicing administrators?
5. Did the superintendents in different years of service categories agree concerning the rank order of value of twenty ways in which professors of school administration may best serve practicing administrators?
6. Did the professors and superintendents within service categories agree concerning the rank order of value of twenty ways in which professors of school administration may best serve practicing administrators?
7. Which of the twenty suggested ways for professors of administration to best serve practicing administrators were viewed as most helpful by the total group of professors and practicing administrators? And which of the ways were viewed as least helpful by the total group?

Use of Procedures

A list of suggestions for service to administrators made by professors of administration at the 1965 conference of professors of administration in the interest group on "The Role of the Professor" was submitted to five professors of administration for suggestions and modifications. Their revisions were incorporated and the revised list was submitted to a class of twenty-one students studying Educational Administration. Their reactions were tabulated and showed a tendency toward divergency with some clustering of responses. These participants were asked to rank the items from one to twenty in terms of helpfulness. Because of the

difficulty reported by participants in giving rank order of choice it was decided that a selection of the five most helpful and five least helpful items would be more appropriate.

The population for the study was based upon professors listed in the conference reports (SCOOP) as attending the 1965 Conference of Professors of Administration. It was further decided that these should be broken into four groups representing different sections of the country. In order to insure one hundred or more responses, it was decided that about thirty-five professors from each section of the country should be sampled. In order to get this many from each section, it became necessary to use the 1964 and 1963 conference lists for additional names. The sections were then separated into states and a comparable number from about ten states in each section was obtained.

In order to obtain names of school administrators for purposes of comparison, the 1964 directory of the American Association of School Administrators was consulted. The members listed in the directory are alphabetical by states. An effort was made to identify an equal number from each state in the sample. If five names from a state were needed, it was decided that the list should contain the first name listed and the last name listed in each state. Then, the middle name should be listed for the third name. The fourth name would be the middle name between the first name and the third name. The fifth name would be the middle name between the third name and the second name. If more names were needed the process was to be repeated starting with the middle name of each portion. The same numbers of administrators were chosen as there were professors.

The twenty items (Figure 1) with coded response cards (Figure 2) were sent on January 20, 1966, to 140 professors and to 140 administrators totaling 280. The first response resulted in replies from 107 professors and from 91 administrators. A second mailing was sent out on February 25, 1966 and raised the number of responses from professors to 126 and from administrators to 120 for a total of 246 responses of a possible 280 or eighty-eight per cent.

The following letter accompanied the list of items to be ranked by respondents:

STATE UNIVERSITY OF NEW YORK AT ALBANY
Albany, New York 12203
School of Education

Dear

The accompanying statements were developed as an outgrowth of discussions in the 1965 National Conference of Professors of Educational Administration. In order to check the relative importance of each of these statements, please list what you consider to be the five most helpful activities for practicing administrators. Place the number of each item selected on the accompanying post card. In addition, please list the five least important items in terms of their helpfulness to practicing administrators. Individual responses will be reported anonymously.

If you desire a copy of the results of this study, you should place a check in the appropriate place on the post card. Since the card is coded you will not need to sign your name. Your prompt return of the post card will be most helpful.

Sincerely yours,

Kenneth Frasure
Professor of Education

KF/mab
Enc.

FIGURE 1

ITEMS TO BE RANKED BY RESPONDENTS

Professors of Educational Administration may best serve practicing administrators, if they:

1. Provide group conferences of individual administrators with similar administrative responsibilities. (Elem. Prin.)
2. Build a ready reference library containing information relative to administrative problems for area administrators.
3. Set up meetings with a group of administrators from the same school system with differing responsibilities. (Supt., Asst. Supt., Director, Principal).
4. Develop cooperative evaluation teams to study organization and practice in administration.
5. Work with special purpose committees of practicing administrators for the improvement of practice. (Committee on Staff Selection).
6. Issue bulletins of information helpful to administrators.
7. Involve practicing administrators in research problems of a practical nature.
8. Direct administrators in a program of professional reading.
9. Provide a personnel file of employable young administrators.
10. Take over administrative posts in schools while school administrators are on leave for study.
11. Develop an area administrative resource and consultant list.
12. Speak out in area meetings and in the press concerning administrative problems and their solution.
13. Provide individual consultant services for administrators.
14. Provide administrative interns to work with administrators.
15. Study the application of administrative theory to situations.
16. Provide a research service for writing grant proposals.
17. Work out theoretical constructs based on administrative theory.
18. Involve a team of professors to work with an administrator in a school system over a period of a year or two.
19. Ask administrators to teach an occasional course or class period.
20. Set up school visitation and post-visitation conferences with school administrators.

FIGURE 2

CODED RESPONSE CARD
(coding omitted)

RESPONSE CARD

I have been a practicing administrator or professor:

Less than 10 yrs. 10-20 yrs. 20-30 yrs. Over 30 yrs.

The most helpful items are as follows: (not necessarily in order of importance)

The least helpful items are as follows: (not necessarily in order of importance)

I desire a copy of the results of the study: _____ YES _____ NO

Use of Procedures (continued)

In order to record responses, items on the list of twenty ways in which professors may serve were spread along an experience line and a geographical area line. Separate listings were made for professors and for administrators. Responses placing the item in the top five group were regarded as positive. Responses placing the number in the bottom or lower five group were considered as negative. The number of negative responses were subtracted from the positive responses thus providing a positive or negative score for the purpose of ranking the items. Separate scores were calculated for professors, for administrators, for professors from each of the four sections of the country, for the superintendents from each section and for years of service for both professors and for administrators.

Presentation of Results

The results of the inquiry have been presented in the order of the questions listed under Statement of Purposes. Each question has been discussed on the basis of the data from the item choices of respondents. Areas of greatest disagreement have been pointed out in the statements documented by reference to the specific item number in the original instrument.

1. Agreement of Professors and Superintendents in Total Group

There was general agreement on many of the items in terms of rank order but there was disagreement of four or more ranks on seven of the twenty items.

The professors tended to rank somewhat higher than did superintendents those items involving group meetings with administrators from the same system studying application of theory, work on theoretical constructs and a team of professors working with an administrator (Table I: Items 3, 15, 17, 18)

Superintendents tended to be more favorable to conferences of administrators with similar responsibilities (Elem., Prin.), issuing of bulletins of information helpful to administrators, and asking administrators to teach an occasional course or class period (Table I: Items 6, 19).

Comments. These preferences seem to point to the somewhat more theoretical orientation of the professor when contrasted with the views of the superintendents.

Table I

Areas of Greatest Disagreement in
Rankings by Professors and by Superintendents

<u>Item No.</u>	<u>Rank by Professors</u>	<u>Rank by Superintendents</u>
1	8	1
3	9	13
6	16	8
15	7	11
17	13	19
18	2	10
19	20	16

2. Agreement of Professors by Geographical Areas

There was disagreement among professors from the four geographical areas in the amount of six or more places in ranking in seven of the twenty items.

The Northeast professors tended to be more favorable than professors from other sections to issuing bulletins of information and providing interns to work with Administrators (Table II: Items 6, 14) but these same professors were less favorable to building a ready reference library and providing a personnel file of employable young administrators (Table II: Items 2, 9).

The professors from the Southeast were more favorable than professors from other geographical areas to providing conferences of administrators with similar administrative responsibilities (Table II: Item 1) but they were less favorable than professors from other sections to the providing of administrative interns to work with administrators (Table II: Item 14).

The Northwest professors ranked the providing of a personnel file of employable young administrators and studying the application of administrative theory (Table II: Items 9, 15) more highly than did professors from other geographical areas but they were less favorable than professors from other areas to providing conferences of administrators with similar responsibilities and providing conferences for administrators from the same school system with differing responsibilities (Table II: Items 1, 3).

The professors from the Southwest were more favorable than professors from other sections to building a ready reference library and setting up meetings for administrators from the same system (Table II: Items 2, 3). These professors tended to rank less favorably than professors from other sections such items as issuing bulletins of information helpful to administrators and studying the application of administrative theory to situations (Table II: Items 6, 15).

Comments. The professors of the Northeast were more favorable to providing interns than were the professors of the Southeast. The professors of the Northwest were more favorable to administrative theory than were the professors of the Southwest.

Table II

Areas of Greatest Disagreement of Professors in
Rankings by Geographical Areas

Item No.	NE	SE	NW	SW
1		3	9	
2	20			13
3			7	1
6	11			20
9	18		12	
14	3	9		
15			2	9

3. Agreement of Superintendents by Geographical Areas

Superintendents from different geographical areas disagreed in the amount of five or more ranks on seven of the twenty items.

Superintendents from the Northeast (and from the Southwest) were more favorable than other superintendents to providing administrative interns to work with administrators (Table III: Item 14) but they tended to give a lower ranking than did superintendents from other sections of the country to setting up meetings of administrators from the same system and issuing bulletins of information (Table III: Items 3, 6).

Superintendents from the Southeast tended to give a higher ranking than did superintendents from other geographical areas to setting up meetings of administrators from the same system, issuing bulletins of information and speaking out on administrative problems (Table III: Items 3, 6, 12). They were less favorable than other superintendents to developing a resource and consultant list and to providing administrative interns to work with administrators. (Table III: Items 11, 14).

The superintendents of the Northwest tended to rank more highly than did other superintendents such items as issuing bulletins of information to administrators, providing a research service for writing grant proposals and school visitation conferences with administrators (Table III: Items 6, 16, 20). They were less favorable than other superintendents to speaking out in area meetings and in the press concerning administrative problems (Table III: Item 12).

Superintendents from the Southwest were more favorable than other superintendents to having professors speak out in area meetings and providing administrative interns to work with administrators (Table III: Items 12, 14). They did not rank as highly as other superintendents the development of an area resource and consultant list (Table III: Item 11).

Comments: Superintendents from the Southeast showed the greatest difference in rankings from other geographical areas. The Northeastern superintendents and the Southwestern superintendents were more favorable to providing administrative interns. The Southern superintendents tended to be more favorable to having professors speak out than were Northern superintendents.

Table III

Areas of Greatest Disagreement of Superintendents in
Rankings by Geographical Areas

Item No.	NE	SE	NW	SW
3	17	8		
6	10	5	5	
11		15		7
12		10	16	10
14	3	8		3
16		16	11	
20	7	7	2	7

4. Agreement of Professors by Years of Service

There was disagreement of five ranks or more on eleven of the twenty items ranked by professors by categories based upon years of service.

Professors with less than ten years of service were more favorable than more experienced professional service groups towards such items as building a ready reference library, studying the application of administrative theory and working out theoretical constructs based upon administrative theory (Table IV: Items 2, 15, 17). They were less favorable than other years of service groups on such items as providing a personnel file of employable young administrators and asking administrators to teach an occasional course (Table IV: Items 9, 19).

Professors in the ten to twenty years of service category gave a higher rank than other professors to such items as setting up meetings of administrators from the same system and providing individual consultant service for administrators (Table IV: Items 3, 13). These professors were less favorable than other professors to developing teams to study organization and practice in administration, to providing interns to work with administrators, and to asking administrators to teach an occasional class period (Table IV: Items 4, 14, 19).

Professors with twenty to thirty years of service tended to give a relatively higher rating than did other professors to such items as developing teams to study organization and practice in administration, providing a personnel file of employable young administrators, providing a research service for writing grant proposals and asking administrators to teach an occasional course (Table IV: Items 4, 9, 16, 19). They gave lower ratings than did professors of other years of service groups on such items as building a ready reference library, setting up meetings of administrators from the same system and taking over administrative posts while administrators were on leave (Table IV: Items 2, 3, 10).

The oldest professors in terms of service in the over thirty years group tended to give a relatively higher rating than other professors to team study of organization and practice, maintaining a personnel file of employable young

administrators, taking over administrative posts while administrators are on leave, providing administrative interns and asking administrators to teach an occasional course (Table IV: Items 4, 9, 10, 14, 19). The professors with longest service gave less favorable ratings than others to individual consultant services for administrators, applying administrative theory to situations, providing research service for writing grant proposals and working out theoretical constructs based on administrative theory (Table IV: Items 13, 15, 16, 17).

Comments. Professors with less than ten years service placed greater emphasis upon theory and library references than did professors with greater amounts of service. The professors with over thirty years of service placed relatively greater stress upon asking administrators to teach an occasional course and upon taking over administrative posts while administrators are on leave.

Table IV
Areas of Greatest Disagreement of Professors in
Rankings by Years of Service

Item	Less than 10 Years	10-20 Years	20-30 Years	Over 30 Years
2	13		18	
3		6	13	
4		8	2	2
9	19	12	11	11
10			20	12
13		1		6
14		8		3
15	2			9
16			6	16
17	8			19
19	20	20	14	14

5. Agreement of Superintendents by Years of Service

Disagreement of six ranks or more were found in rankings of thirteen of the twenty items by superintendents categorized by years of service.

Superintendents with less than ten years service ranked the following items higher than did other categories of superintendents: Developing teams to study organization and practice, providing a personnel file of employable young administrators, developing an area administrative resource and consultant list, studying application of administrative theory to situations and providing research service for writing grant proposals (Table V: Items 4, 9, 11, 15, 16). The less than ten years service group of superintendents were not as favorable as other groups of superintendents to working with committees of administrators to improve practice, issuing bulletins of information, speaking out in area meetings and involving a team of professors to work with a school system (Table V: Items 5, 6, 12, 18).

Superintendents in the category of ten to twenty years of service were much more favorable than other categories of superintendents toward issuing bulletins of information helpful to administrators (Table V: Item 6). They were less favorable than other experience categories of superintendents to setting up meetings of administrators from the same school system, studying the organization and practice of administration, asking administrators to teach a course, and setting up school visitation (Table V: Items 3, 4, 19, 20).

Superintendents with twenty to thirty years experience gave a higher rank than did other superintendents to involving practicing administrators in research problems of a practical nature (Table V: Item 7). Superintendents in this category tended to give a lower rank to such items as providing a personnel file of employable young administrators and providing research service for writing grant proposals (Table V: Items 9, 16).

The superintendents with over thirty years experience gave a considerably higher ranking than other experience categories of superintendents to setting up meetings of administrators from the same system, working through committees for the

improvement of practice, speaking out in area meetings, involving a team of professors to work with a school system, asking administrators to teach an occasional course and setting up visitation conferences with administrators (Table V: Items 3, 5, 12, 18, 19, 20).

Superintendents in the over thirty years category were not as favorable as those in other categories to involving practicing administrators in research problems of a practical nature, developing a resource and consultant list, studying the application of theory and providing a research service for writing grant proposals (Table V: Items 7, 11, 15, 16).

Comments: The superintendents with over thirty years experience differed with other superintendency groups more than any other experience group of superintendents. The older and the younger categories differed more markedly with each other than with the middle experience range groups.

6. Agreement of Professors and Superintendents by Service Categories

In the combined experience category table including both professors and practicing administrators, a difference of seven rankings or more were found on fifteen of the twenty items.

Table V

Areas of Greatest Disagreement of Superintendents
Rankings by Years of Service

Item	Less than 10 Years	10-20 Years	20-30 Years	Over 30 Years
3		17		6
4	2	8		
5	8			2
6	11	2		
7			1	10
9	11		17	
11	6			15
12	17			10
15	8			16
16	11			18
18	14			6
19		16	16	10
20		8		2

Professors with less than ten years service tended to give a higher ranking than superintendents with over thirty years service to such items as involving practicing administrators in research problems of a practical nature, and studying the application of administrative theory to situations (Table VI: Items 7, 15).

Superintendents with over thirty years service ranked items more highly than did professors with less than ten years experience as follows: Provide group conferences of administrators with similar administrative responsibilities, asking administrators to teach an occasional course or class period and setting up school visitation conferences with administrators (Table VI: Items 1, 19, 20).

Professors with from ten to twenty years of service ranked the setting up of meetings for administrators from the same school system much higher than did the practicing administrators (Table VI: Item 3). The superintendents in this service category gave a high rank to bulletins of information but professors rated it low (Table VI: Item 6).

Professors with less than ten years service ranked a personnel file of employable young administrators much lower than did the superintendents with less than ten years of service (Table VI: Item 9).

Professors with twenty to thirty years service gave a higher ranking to a ready reference library than did administrators in the same service category (Table VI: Item 2).

Professors with over thirty years experience thought it worthwhile for professors to take over a superintendency during a superintendent's leave but the superintendents did not welcome the idea (Table VI: Item 10).

Superintendents with less than ten years experience were more favorable to developing a resource and consultant file than were superintendents with over thirty years experience (Table VI: Item 11).

Young superintendents and professors with over thirty years service were more favorable than superintendents with over thirty years experience to having professors speak out at area meetings (Table VI: Item 12).

Professors with twenty to thirty years service gave a fairly high rank to research service for writing grant proposals but superintendents in the over thirty years category gave the item a low rank (Table VI: Item 16).

Professors with less than ten years of service gave a higher rank to working out theoretical constructs than did superintendents with less than ten years service (Table VI: Item 17).

Professors with over thirty years experience were more favorably inclined toward involving professors to work with a school system than were superintendents with less than ten years service (Table VI: Item 18).

Comments: In the combined experience categories, professors with less than ten years service and the superintendents with over thirty years service varied their rankings from other groups more strongly on more items than did other experience categories of professors or superintendents.

Table VI

Areas of Greatest Disagreement by Professors
and by Superintendents by Years of Service

Item	Professors				Superintendents			
	Less than 10 Years	10-20 Years	20-30 Years	Over 30 Years	Less than 10 Years	10-20 Years	20-30 Years	Over 30 Years
1	9				1	1		1
2			18				11	
3		6				17		6
6		18				2		
7	1	2	1	1	4	2	1	10
9	19		11	11	11			
10				12				20
11					6			15
12				17	17			10
15	2							16
16			6					18
17	8				20			
18				3	14			
19	20	20						10
20		11						2

7. Most Helpful and Least Helpful Ways of Serving Administrators

In the total rankings by both professors and administrators the following five items were ranked from first to fifth in order of preference as follows

(Table VII):

- Item 7. Involve practicing administrators in research problems of a practical nature.
- Item 1. Provide group conferences of individual administrators with similar administrative responsibilities. (Elem. Prin.)
- Item 13. Provide individual consultant services for administrators.
- Item 5. Work with special purpose committees of practicing administrators for the improvement of practice. (Committee on Staff Selection)
- Item 4. Develop cooperative evaluation teams to study organization and practice in administration.

The following items were ranked from sixteenth to twentieth in total group preference as follows:

- Item 2. Build a ready reference library containing information relative to administrative problems.
- Item 19. Ask administrators to teach an occasional course or class period.
- Item 17. Work out theoretical constructs based on administrative theory.
- Item 10. Take over administrative posts in schools while school administrators are on leave for study.
- Item 8. Direct administrators in a program of professional reading.

Comments: It appears that cooperative endeavors for the direct discussion of administrative problems, organization and practice rate high priority in total scores among both professors and administrators. On the other hand reading, taking over administrative posts, studying theory, having administrators teach courses and providing library references do not have great appeal for the total group of respondents.

Summary and Conclusions

While the total group of respondents seemed to go along with current practice in providing service to administrators, there appeared to be considerable differences on specific items.

1. Professors were more favorable to the importance of administrative theory than were superintendents (Table VII: Items 15, 17).
2. Professors of the Northeast were more favorable to interns than were professors of the Southeast (Table VII, Item 14). Professors of the Northwest were more favorable to administrative theory than were professors of the Southwest (Table VII: Item 15).
3. Superintendents from the Northwest differed most from superintendents from other sections (Table VII: Items 3, 11, 14, 16). The Northeastern superintendents (as were the professors) were more favorable to administrative interns than were other superintendents (Table VII: Item 14). The superintendents from the Southeast and from the Southwest were more favorable to having professors speak out at meetings than were superintendents from the Northeast and from the Northwest (Table VII: Item 12).
4. Professors with less than ten years service placed greater emphasis than other professors on library references and on administrative theory (Table VII: Items 2, 15). Professors with over thirty years experience laid greater stress than did other professors upon asking professors to take over while a superintendent was on leave (Table VII: Item 10). Professors with over twenty years service were more favorable than other professors to asking superintendents to teach an occasional course (Table VII: Item 19).
5. Superintendents with less than twenty years of service were more favorable (as were professors in the less than ten years of service category) than other superintendents to the study of the application of administrative theory (Table VII: Item 15). Superintendents with over thirty years of service favored more than other superintendents the asking of professors to speak out in meetings and in having professors work with a school system over a period of time through visitation and conferences (Table VII: Items 12, 18).
6. Professors with less than ten years service and administrators with over thirty years service varied their rankings from other groups more strongly on more items than did other experience categories of professors or superintendents (Table VII: Items 1, 7, 15, 19). Young professors gave a high rating to the application of administrative theory to practice (Table VII: Item 15). Superintendents with over thirty years service were more favorable than other categories of superintendents to teams of professors working over a period of time with an administrator and to school visitations and conferences (Table VII: Items 18 and 20).

Table VII
Rank Order of Preference of the Total Group by Categories

Item No.	Professors				Superintendents				Professors				Superintendents				
	Under 10 yrs. exp.	10-20 yrs. exp.	20-30 yrs. exp.	Over 30 yrs. exp.	Under 10 yrs. exp.	10-20 yrs. exp.	20-30 yrs. exp.	Over 30 yrs. exp.	Northeast Prof.	Southeast Prof.	Northwest Prof.	Southwest Prof.	Northeast Prof.	Southeast Prof.	Northwest Prof.	Southwest Prof.	
Mailed	280	140	140	140	27	48	32	19	24	38	40	18	36	34	30	31	36
Returned	246	126	126	120	140	140	140	140	36	33	35	36	32	26	29	33	33
1	2	8	16	1	9	7	7	7	1	15	11	14	1	12	15	16	1
2	16	16	9	14	13	18	13	17	1	10	12	13	1	17	13	11	1
3	11	6	5	13	11	6	2	10	2	8	6	8	2	2	9	6	5
4	5	5	2	4	5	8	2	2	8	5	4	1	7	3	6	4	4
5	4	2	5	5	4	3	3	3	11	18	17	20	10	7	6	3	5
6	12	16	16	8	16	15	14	14	4	11	4	3	2	10	5	2	9
7	1	1	1	2	1	2	1	1	4	1	2	2	4	5	2	2	2
8	20	18	14	20	16	15	19	19	18	19	19	15	19	18	20	20	20
9	15	19	14	17	19	12	11	11	11	16	17	13	16	17	14	17	17
10	19	11	19	18	18	20	11	12	9	14	18	10	10	19	18	18	18
11	10	11	11	6	13	10	11	12	17	11	7	15	14	10	9	7	10
12	14	15	15	12	13	16	15	17	6	9	4	4	4	3	4	5	5
13	3	2	9	3	5	1	4	3	5	4	3	4	3	8	6	3	3
14	9	7	9	5	5	8	7	6	8	7	5	5	9	12	9	12	12
15	8	11	11	11	12	5	10	9	11	7	14	10	15	16	11	15	15
16	13	13	13	19	12	12	6	16	11	11	15	18	19	20	17	19	19
17	18	20	20	14	8	14	17	19	20	19	19	18	8	10	10	12	12
18	7	2	2	2	2	4	4	3	14	10	10	6	12	16	18	14	14
19	17	20	20	16	20	20	14	14	15	16	16	10	13	16	18	14	14
20	9	10	10	7	10	11	7	8	3	8	7	2	9	7	2	7	7

7. Cooperative endeavors (Table VII: Items 1, 4, 5, 7, 13), in the discussion of administrative problems, organization and practice, were favored over (Table VII: Items 2, 8, 10, 17, 19) reading, studying theory and having professors take over administrative posts.

Recommendations for Further Study

A study of the reasons for differences in preference for administrative theory by the years of service categories should prove helpful to those building programs of preparation for administrators. The more favorable reaction of the Northeastern section to interns suggest that further investigation here might be worthwhile. Another difference that appears to merit consideration is the desire of southern superintendents and superintendents with over thirty years service to have professors speak out in meetings. Some consideration might also be given to the areas where there seemed to be high levels of agreement to determine whether the agreement is justified in terms of helpfulness or whether the agreements represent common acceptance of unjustifiable practices.